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ABSTRACT

This booklet is designed to aid new community education directors in Arizona communities to design, set up, implement, and evaluate community education programs. The booklet first defines community education, sets it within the framework of the school system, and describes the director's job. In the next section, ideas for getting the job done are suggested, including working with advisory councils, producing effective meetings, keeping meeting minutes, five-step problem solving, funding, and using volunteers. Following this section, the booklet outlines an 11-step procedure for designing and implementing a community education program. These steps include securing a position paper for the director's job and the program; surveying what is already happening in the community; deciding what needs to happen and who can make it happen; understanding the financial structure; employing instructors; scheduling; creating publicity; conducting registration; monitoring the first night of classes; evaluating the program; and winding up the program. A final section suggests resources and persons in Arizona to contact for assistance. (KC)

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COMMUNITY EDUCATION
ARIZONA STYLE

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A First Year Overview
For The New Coordinator

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HOWDY!

Welcome to the Community Education Roundup! We're mighty proud that you showed up for this occasion!

We think that it takes some pretty tall folks to be a part of this great movement!

This overview was developed and illustrated in 1979 by Ellen Horiuchi Hurst, Community Education Intern. Special thanks to Martha Derbyshire and Lettie Cale.

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What's Community Education?

COMMUNITY EDUCATION is a way of thinking about the schools which is broader than what is commonly thought. It is more than education for children.

COMMUNITY EDUCATION attempts to provide improved services, education, and cooperation for the entire community. Cultural, educational and recreational enrichment opportunities can be enlarged for all ages.

COMMUNITY EDUCATION can be adapted to any community. It helps identify needs and problems and then find resources to solve these problems. It is the involvement of people in solving their own problems that is the ultimate goal of community education.

This involvement may be as simple as providing a basic GED course for high school completion. Or it may be as complex and involved as the planning, bonding, and building of a new school for a community.

Jack Minzey has set community education into five basic components:

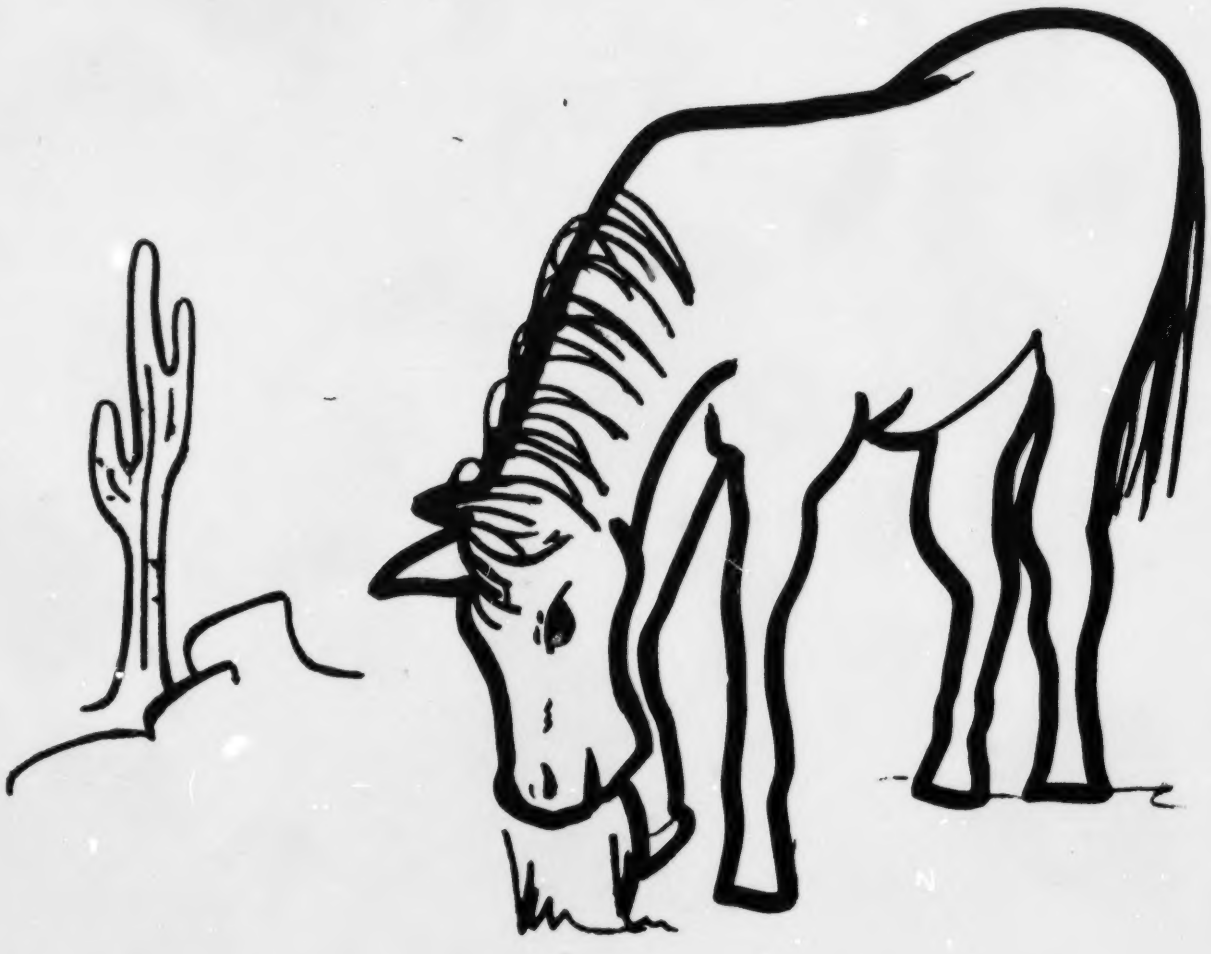
1. Maximum use of educational as well as other community facilities.
2. Additional programs for school-age children and youth over and above the regular school program.
3. Activities for adults similar to those offered to the children and youth of the community.
4. Coordination of community resources.
5. Involvement of community members in the solution of their own problems.

COMMUNITY EDUCATION can be very simple or it can be very complex. It can mean many things to many different people. But basically, it is helping people to be more aware, to care more about their community, and to give them opportunities to expand.

Movie: "To Touch a Child" – 30 minutes.
"A Sense of Community" – 30 minutes.

Booklet: A Concerned Citizen's Guide to Community School Centers by EFL (1979).

The School Framework



As an employee of the school, the community education director needs to learn the rules, otherwise the riding can get kind of rough.

WORKING WITH THE PRINCIPAL. Develop a working rapport with the school principal. The key is communication on a regular basis, keeping the principal informed of what is happening. Invite them to meetings so that they will feel welcome, although they may not always be able to come.

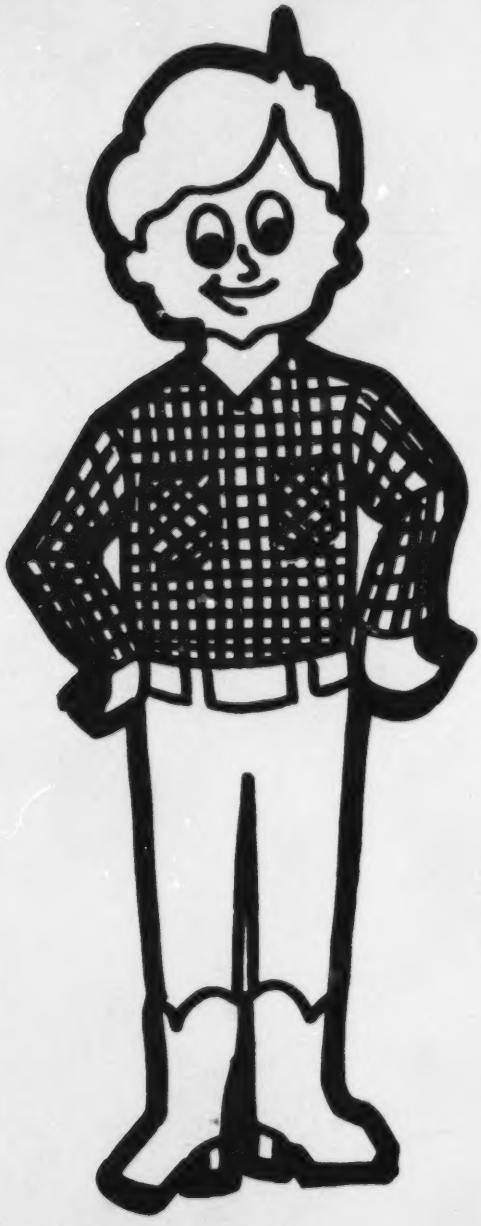
Be sure to give thanks and credit to the principal when due. Building such a relationship will help you over many rough spots.

WORKING WITH TEACHERS. As a member of a school team you should get to know all the teachers by name. Become a part of faculty meetings and activities. Maintain a professional attitude by your conduct and dress. Express appreciation to teachers for their participation and foster their good will.

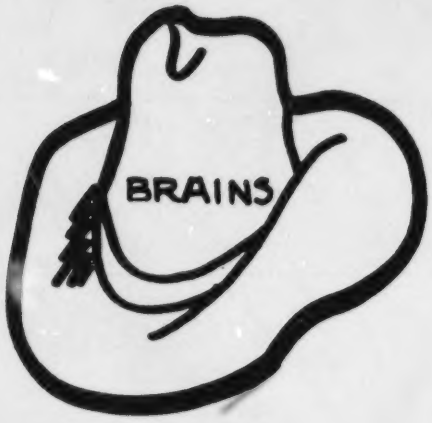
It is also very important that you build good working relationships with the school secretary, the custodian, the cooks, librarians, teacher aides, and all members of the staff of the school. School Board members are also important people to become well acquainted with.

Book: *The Community School Director*, by Robert Whitt.

The Director



The Community School Director needs certain equipment to accomplish his goals.

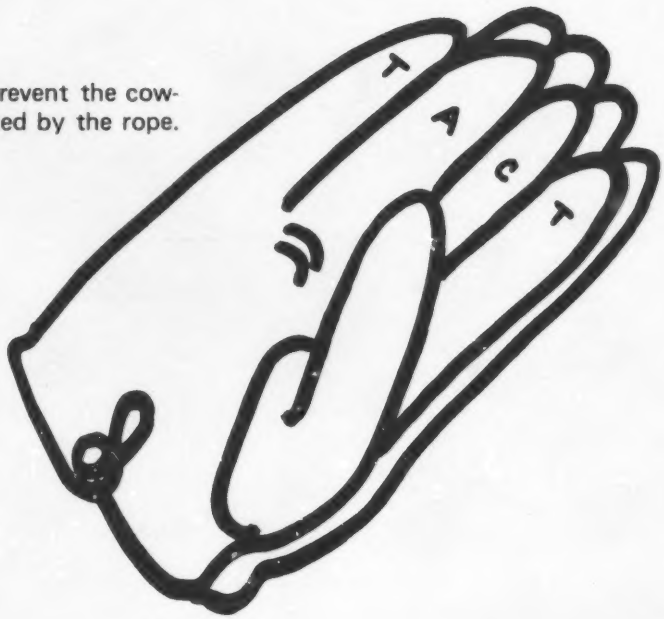


The Ten-Gallon Hat is perfect headgear for outdoor work. It keeps the head cool in summer and warm in winter.

The Colt .45 Revolver was nicknamed the "Peacemaker" because of the part it played in bringing law and order and efficiency to the old frontier.

The boots are the finest footwear designed. The high heel prevents the foot from being caught if the rider is thrown. The reinforced arch supports the rider's weight well. The shaped toe finds the stirrup quickly.

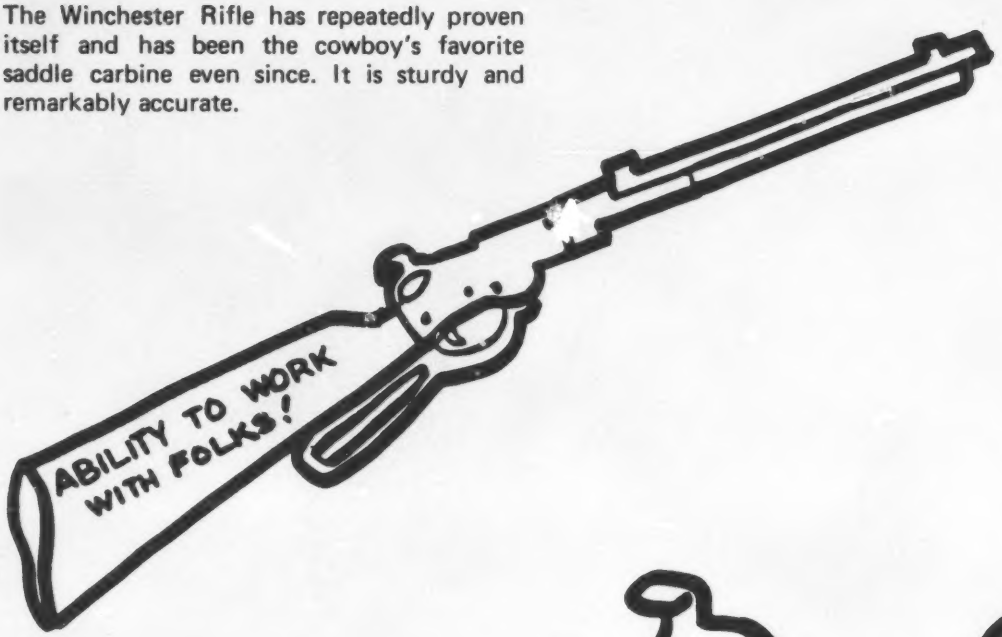
Roping gloves are worn to prevent the cowboy's hands from being burned by the rope.



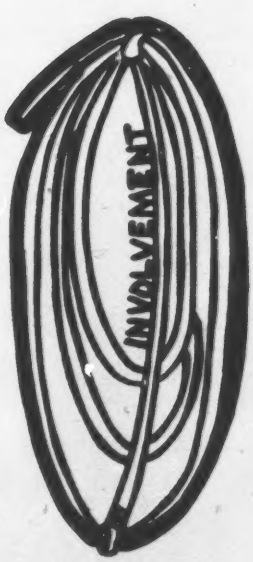
The muffler or handkerchief helps keep perspiration out of the cowboy's eye and keeps his sight clear.

The spur is not just an adornment but helps to motivate and keep some sluggish animals moving.

The Winchester Rifle has repeatedly proven itself and has been the cowboy's favorite saddle carbine even since. It is sturdy and remarkably accurate.



The Roping saddle is primarily a work seat with a strong steel roping horn and a low sloping cantle. It is the largest, visible tool of the cowboy.



The throwing rope makes it easier in the roundup.

Fully equipped the Community School Director is a person who is ever ready and willing to adapt to any clime or situation.

Movie: "The Community School Coordinator" – 30 minutes

Book: *Competency-Based Community Education Administration*, by Brian Miller, Susan Paddock, and Lloyd McCleary.

Getting The Job Done

KNOW YOUR COMMUNITY. By really knowing not only the physical but human and financial resources, your job will become much easier.

DON'T TRY TO DO EVERYTHING YOURSELF. No one person can have a pulse on the entire community. There is strength in numbers. A very important way to accomplish what needs to be done is to form a community education advisory council.

THE COMMUNITY EDUCATION ADVISORY COUNCIL

The advisory council can be formed by carefully selecting representatives from the many sections of the community. At all times the principal should be kept aware and involved.

Movies and materials on how to form, conduct, and use an advisory council are available from the State Department or the Southwest Center at ASU.

An advisory council is basically made of 8 to 15 individuals from a broad section of the community. They help to clarify goals, establish priorities, advise in program planning and evaluate, as well as reflect community needs and interests. They often elect their own officers while using the community education director as a resource person.

It is important that the council have a clear perception of the limits of their power. A written description from the district office or from the group itself stating the goals and limitations would be most helpful.

The group should operate in a democratic manner. It is therefore important that the community education director understand his own style of leadership to encourage this type of group interaction.

MINUTES OF A MEETING: WHAT SHOULD THEY SAY AND DO?

Good minutes should outline the activities and decisions of a meeting. They should serve as reminders and reviews for people who were present, and summarizers for those who were not. They should include the following items:

1. WHO WAS PRESENT? (Role or responsibility may also be included.)
2. WERE THE MINUTES OF THE LAST MEETING APPROVED? CHANGED? (How?)
3. WAS THE AGENDA APPROVED? CHANGED? (How?)
4. OLD BUSINESS:

   Items of business
   Person presenting each item
   If discussion, major issues discussed
   Decisions on each item

5. NEW BUSINESS

   Same information as for old business

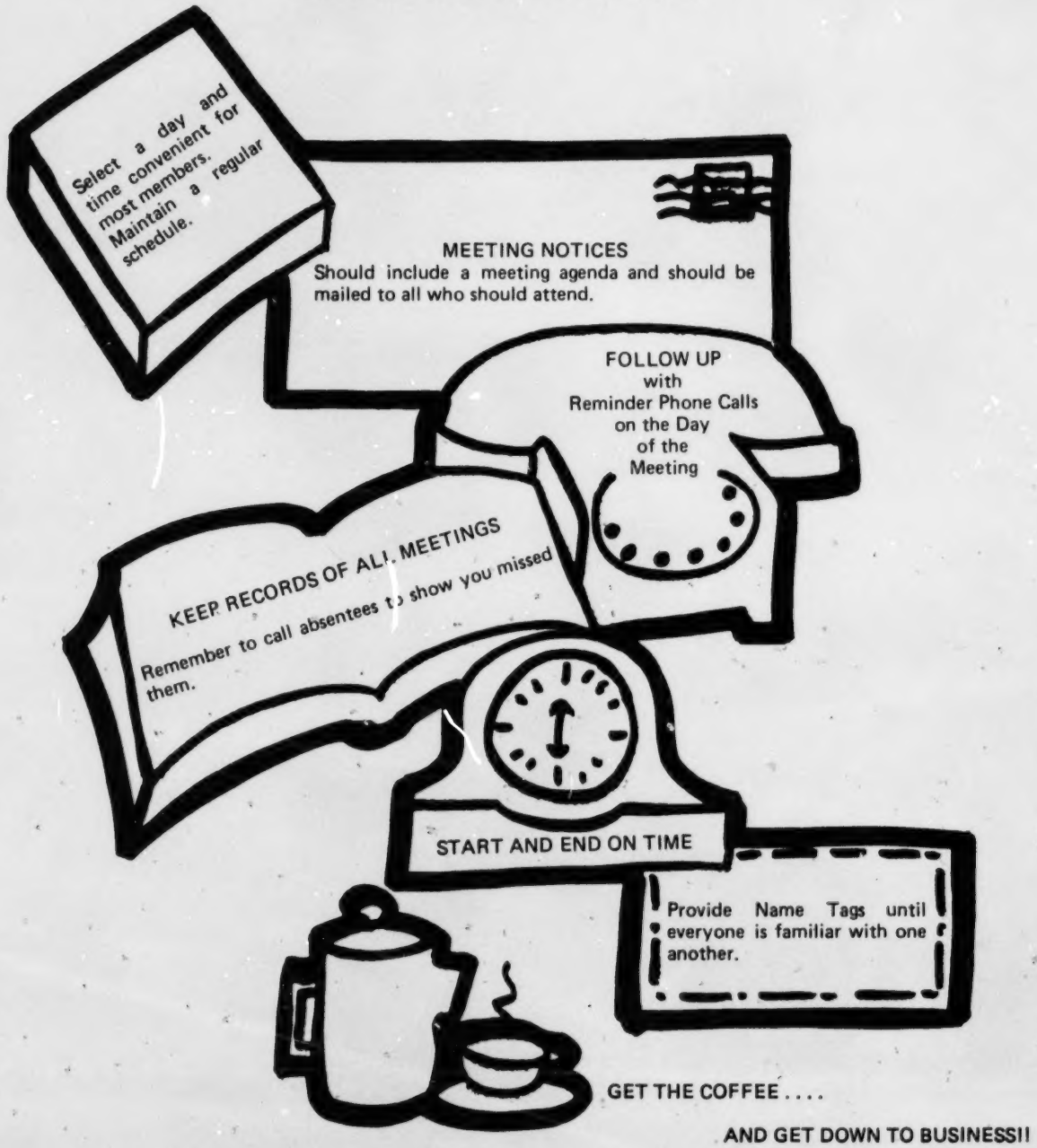
6. OTHER BUSINESS/ANNOUNCEMENTS
7. TIME OF ADJOURNMENT (Time of next meeting may also be mentioned here.)
8. NAME OF RECORDER (Should appear at the end of the minutes.)

The council can often subdivide into smaller groups, called task forces, that will attack one particular problem and bring the findings back to the entire council.

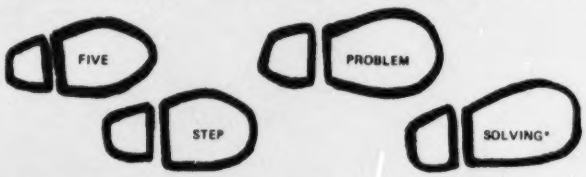
By working together, this not only builds a firmer base for problem-solving and publicity, but builds leadership skills in individuals. By tapping several individuals, the strength of decisions is enhanced, ownership is high, and the work gets done!

Movie: "Strategies for Community Education" – 30 minutes.

PRODUCING EFFECTIVE MEETINGS


Select a day and time convenient for most members. Maintain a regular schedule.
MEETING NOTICES
Should include a meeting agenda and should be mailed to all who should attend.
FOLLOW UP with Reminder Phone Calls on the Day of the Meeting
KEEP RECORDS OF ALL MEETINGS
Remember to call absentees to show you missed them.
START AND END ON TIME
Provide Name Tags until everyone is familiar with one another.
GET THE COFFEE....
AND GET DOWN TO BUSINESS!!

The following is one way that problem solving can be systematically carried out.



1. FOCUS ON THE PROBLEM. Is the problem really what we think it is, or is there really another problem?

   Sometimes this clarification of the problem is done by consulting the actual community in a survey or needs assessment.

2. SEARCH FOR ALTERNATIVES. Can this problem be solved? Can the group handle this complex a problem?

   It is best to begin with easily handled problems while the group is young, so that it can feel successes before launching into long and complex problem-solving.

   What resources or people can be utilized to help alleviate the problem?

   Searching for alternatives will often require investigation.

3. DEVELOP A PLAN OF ACTION. After all the information has been gathered a plan should be written as to what is to be done, by whom, and by when. By specifying people and timelines the work will have been given a chance of getting accomplished.

4. CARRY OUT THE PLAN. Begin. When the council is first beginning oftentimes some encouragement is needed from the community education director.

5. ASSESS WHAT HAS BEEN DONE. Have you accomplished what you set out to do? If not, then perhaps beginning again at the first by studying the problem may be necessary. This problem solving is an ongoing, never-ending process; but an exciting endeavor.

*From the Northwest Educational Laboratory Handbook on Process Facilitation (1973).

Funding

Community schools are funded primarily by school districts. Other sources may include community colleges, parks and recreation, tuition and fees, and private contributions.

Every effort should be explored to develop further possibilities for funding from local, state and federal resources. Such others may include business and industry, United Way, foundations and trusts, civic organizations, and community fund-raising activities.*

*Further assistance can be obtained by contacting the Arizona Department of Education.

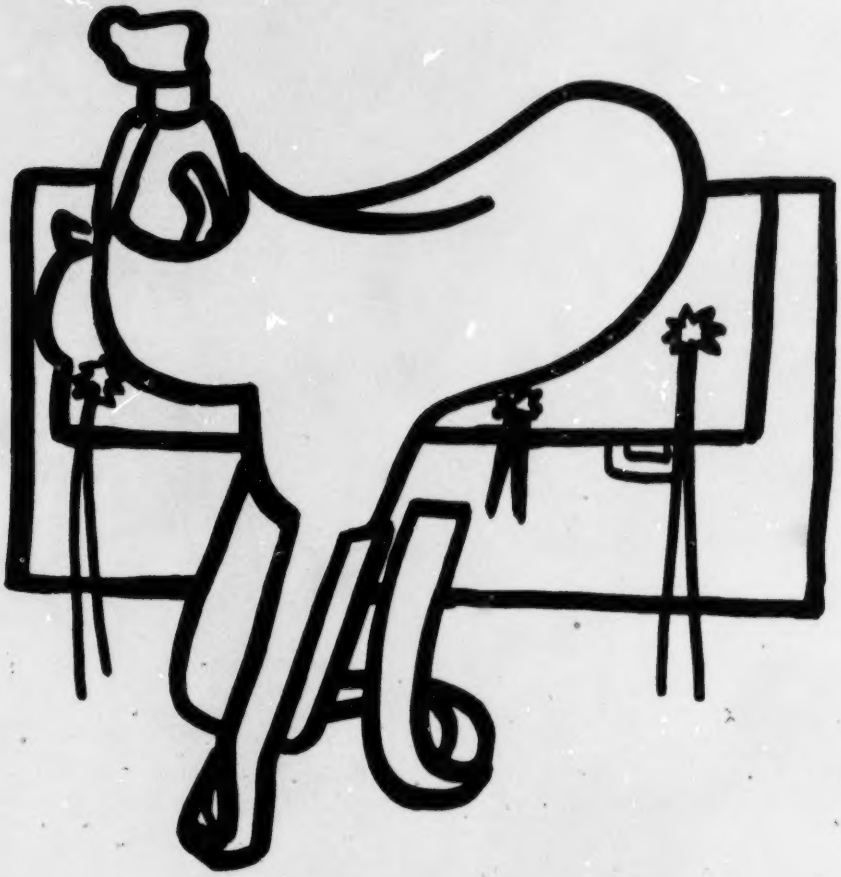
Volunteers

Volunteers are vital to the community school program. Good planning will capitalize on these individuals. The school staff and administration need to discuss volunteers and how they will be involved. A written job description can help both volunteers and cooperating staff to know what is expected. A training session for both volunteers and staff would be ideal.

The advisory council can help in screening individuals and in recruiting people who could participate. Community volunteers can be utilized in many ways. They can serve as tutors, special speakers, resource persons, clerical help, teacher aides, and even as teachers. The list is endless.

Continual support, guidance and praise should be given to volunteers. Recognition through banquets, certificates, small gifts, and verbal praise is very important.

Community School



The largest and most visible aspect of community education is the community school or community education programs. This is an area in which the director will be given the most responsibility.

Classes and activities can run anywhere from six to twelve weeks for fall, winter, spring, and/or summer sessions. Mini-classes of only one or two weeks may also be offered. These classes cover social, recreational, and cultural as well as educational ideas.

The biggest push for the director will be the two months just before the beginning of classes. It usually takes more time than anticipated to schedule classes, teachers, and buildings, and then to publicize. If you have a district coordinator, work with this individual in setting up deadlines.

Suggestions for classes should come from the advisory council, citizens, teachers, children, and the community.

STEP 1: POSITION PAPER

The director should know the policy use of facilities and rules of conduct in the school.

More importantly, there should be some legal basis for what the director does in the school. A written job description and school board statement, often called a Position Paper, need to be established if they do not already exist.

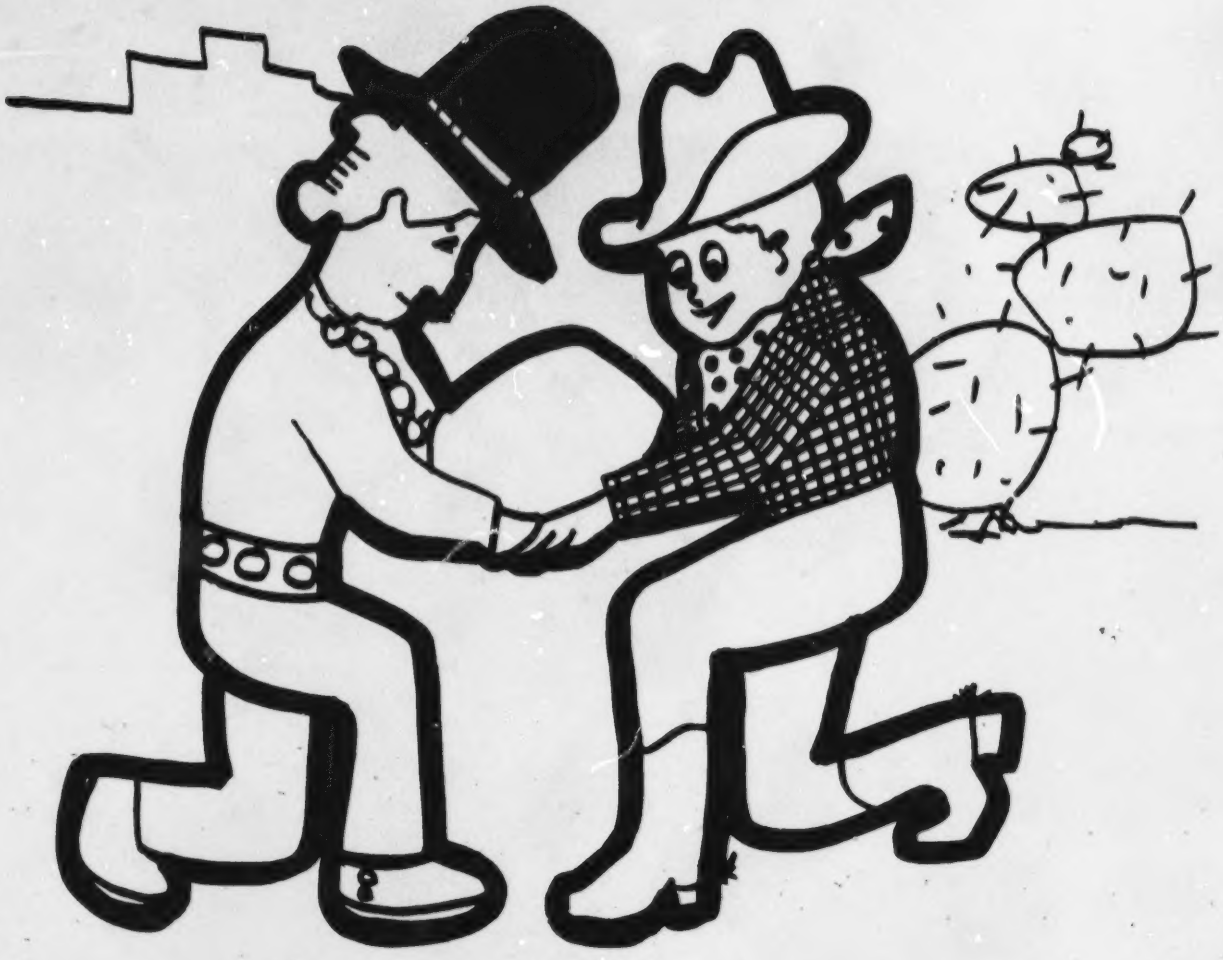
Book: *Developing Statements for Community Education*, by Kathy Kilroy.

STEP 2: SURVEYING WHAT ALREADY EXISTS

Services of parks and recreation, YMCA, Boys' Clubs, etc., may already be available. There is no need to duplicate their efforts. Coordination and cooperation should then be encouraged.

Identifying community services and resources may be accomplished by surveys of neighborhoods. By asking people what they know exists and what they want, the community school director can better understand what his role is. This survey could ideally be conducted by the advisory council.

This survey can be a formally written assessment sent in the mail, or it may be sent home with students, or it may be as simple as telephoning several opinion leaders in the community.

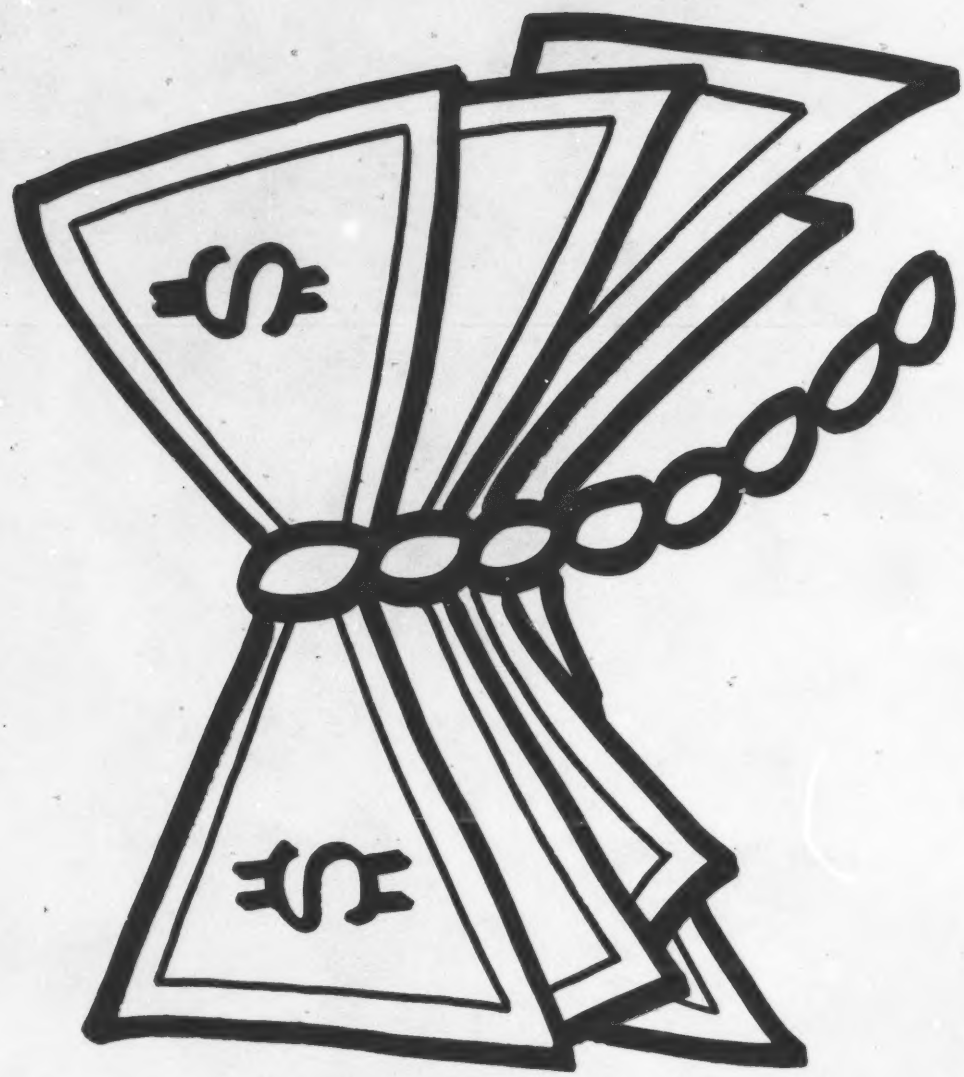


STEP 3: WHAT NEEDS TO HAPPEN AND WHO CAN MAKE IT HAPPEN

After surveying human and physical and financial resources, what is still not being done or what services are not offered that need to be?

Then, what or who can help to solve these problems? Human service agencies, businesses, and private individuals may have skills and abilities that can help meet some of these needs. Awareness of various programs and services will greatly aid the director in being successful.

As you progress through the year, you will find yourself learning about various programs offered through local and state and federal agencies that may be incorporated to better meet needs in your community.



STEP 4: CLEARLY UNDERSTAND THE FINANCIAL STRUCTURE

It is most important that accurate records be kept of all money transactions. At no time should checks be made to you personally but always to the school or corporation. All money must be receipted and provisions made for proper handling through the school, corporation or bank.

Talk to your district coordinator or principal about specified procedures. Such areas as postage, printing costs, telephone, office supplies, and travel expenditures should be discussed,

STEP 5: EMPLOYING INSTRUCTORS

Some districts require written contracts with teachers for the duration of the community school period which also specifies time of employment and pay. The rate of pay for each teacher can vary, but it is easier if everyone receives a set amount for instruction.

Some provisions should be made for general orientation of new instructors to policies and conduct of the school. This orientation can be accomplished through a packet with written policy guidelines and/or a general orientation meeting. This would be an ideal time to show the movie: "To Touch a Child" or "A Sense of Community".

Individuals who not only have a mastery of their subject, but who show care and concern for their students should be sought as instructors. Professional teachers as well as qualified enthusiastic community members can both offer meaningful experiences.

STEP 6: SCHEDULING

Locating available rooms and teachers is an important yet time-consuming activity. Some schools will require a written schedule before meeting with the custodian and principal. It is easier for the custodian if classes begin and end near the same time as well as on the same days. Develop a good working relationship with custodians since they are a very important part of the community school program.

Time, place and date of registration will also need to be arranged and all financial set-ups taken care of, such as bank accounts and receipt books. Some decisions as to whether phone registrations will be accepted, mail registration or in-person need to be made. Registration should be set to accommodate working people either in the evenings or on Saturday.

An easy way to develop a schedule is to work backwards on the calendar from the date you want classes to begin, to registration periods, to publicity and printing time, typing, art work, to scheduling and finalization. Be organized and have a plan!

STEP 7: PUBLICITY – GETTING THE WORD OUT

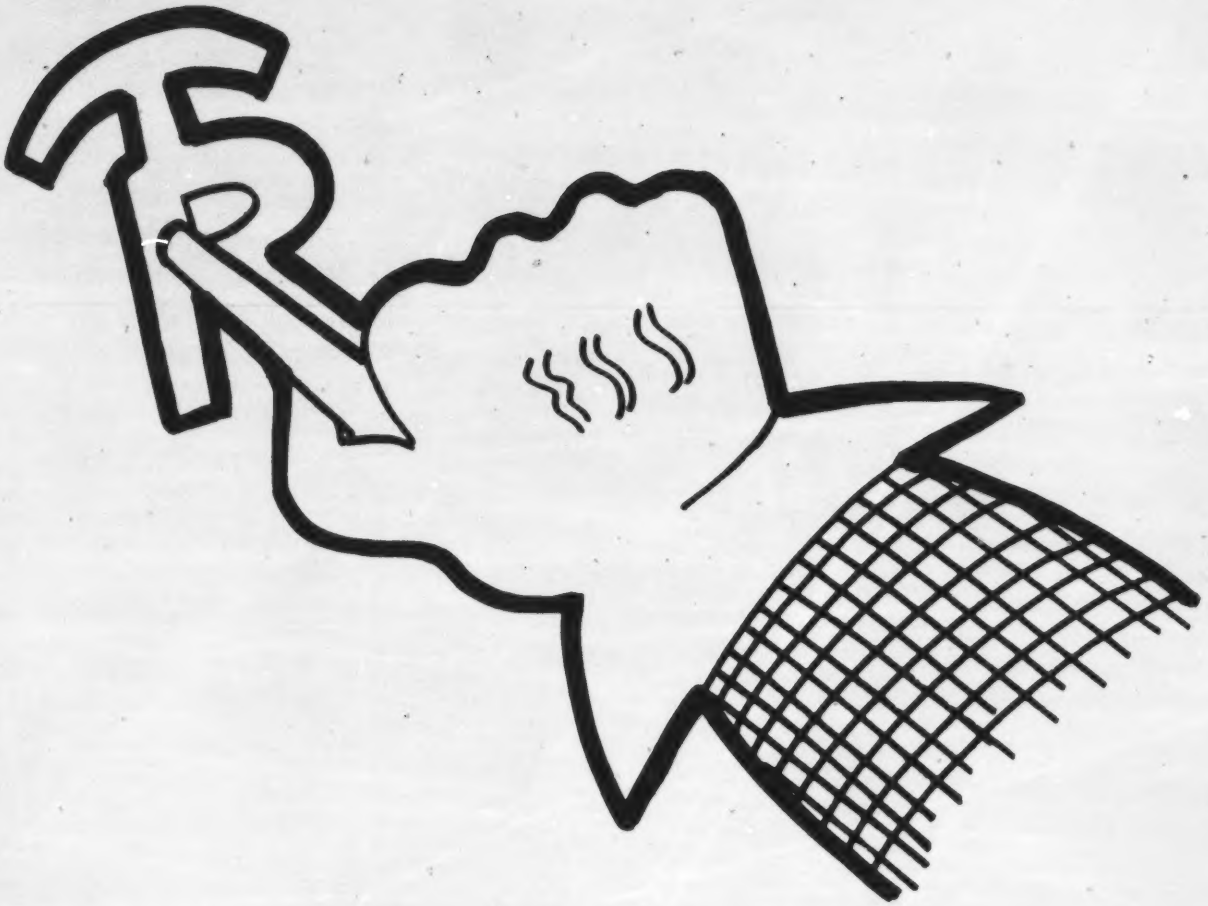
Letting the community know what is happening can be done in several different ways and in ways that should fit the uniqueness of the community. You will often be on a limited budget so creativity is often needed to get the word out.

A common method is to mimeograph fliers and send them home with children. However, this misses families in the neighborhood who do not have children in the schools. The newspaper, radio, brochures, posters, etc., can all be used. (Bulk mailing rates, piles in doctor's offices and store fliers, etc.)

Learn to write inverted pyramid style for the newspaper, remembering the who, what, when, where, and how, and why. Make sure photographs are clear black and white with close-ups being the best. Get acquainted with the individuals who manage the media and maintain their friendship. It often takes a week or two to achieve the critical timing in publicizing, so plan ahead.

What you distribute reflects the quality of your program. Therefore keep quality of publications as high as possible without exceeding your budget.

Book: *The School and Community Relations,* by Kindred, Bagin and Gallagher.



STEP 8: REGISTRATION

Have the dates, times, and places clearly marked on your publicity where registration is to take place. The registration for community school classes can be handled in the way that best suits your situation.

Some schools register several days before classes begin with a volunteer or school secretary handling the money and forms. Other schools register the first night of classes with teachers handling registration. A well organized and simple system for enrollment should be developed to make recordkeeping accurate and efficient. If there are district guidelines, these should be followed.

Participants should be clearly told if they are officially registered. If classes are limited to a certain number, a waiting list can often be utilized. Get phone numbers of all participants so that if classes are cancelled or moved, participants can be notified. Nothing irks a person more than to make the effort to attend a class that is not being held.

STEP 9: THE FIRST NIGHT OF CLASS

The community school director should be in the building to make sure that rooms and equipment are adequate the first week of class. Oftentimes there are minor problems and questions that need to be solved on the spot by the director.

After the first week the teachers should be able to settle into a routine. Care should be shown that rooms are left clean and that buildings are securely locked after classes.

STEP 10: EVALUATION

A formal evaluation of programs and teachers may be beneficial in planning for the next year. Suggestions for other classes could be included in the evaluation. Informal chatting with individuals should be constantly carried out to identify weaknesses and strengths of the program.

The advisory council can take time to evaluate formal assessments of the program and what can be done better the next time around.

STEP 11: WIND UP

Time sheets should be submitted to payroll and appropriate thank you's sent to volunteers and others participating in the community school program.

* * * * * * * * * * *

These eleven steps of community school programming are most flexible and must be adapted to the unique situation of your area. Good Luck!

For Assistance

FOR FURTHER ASSISTANCE CONTACT

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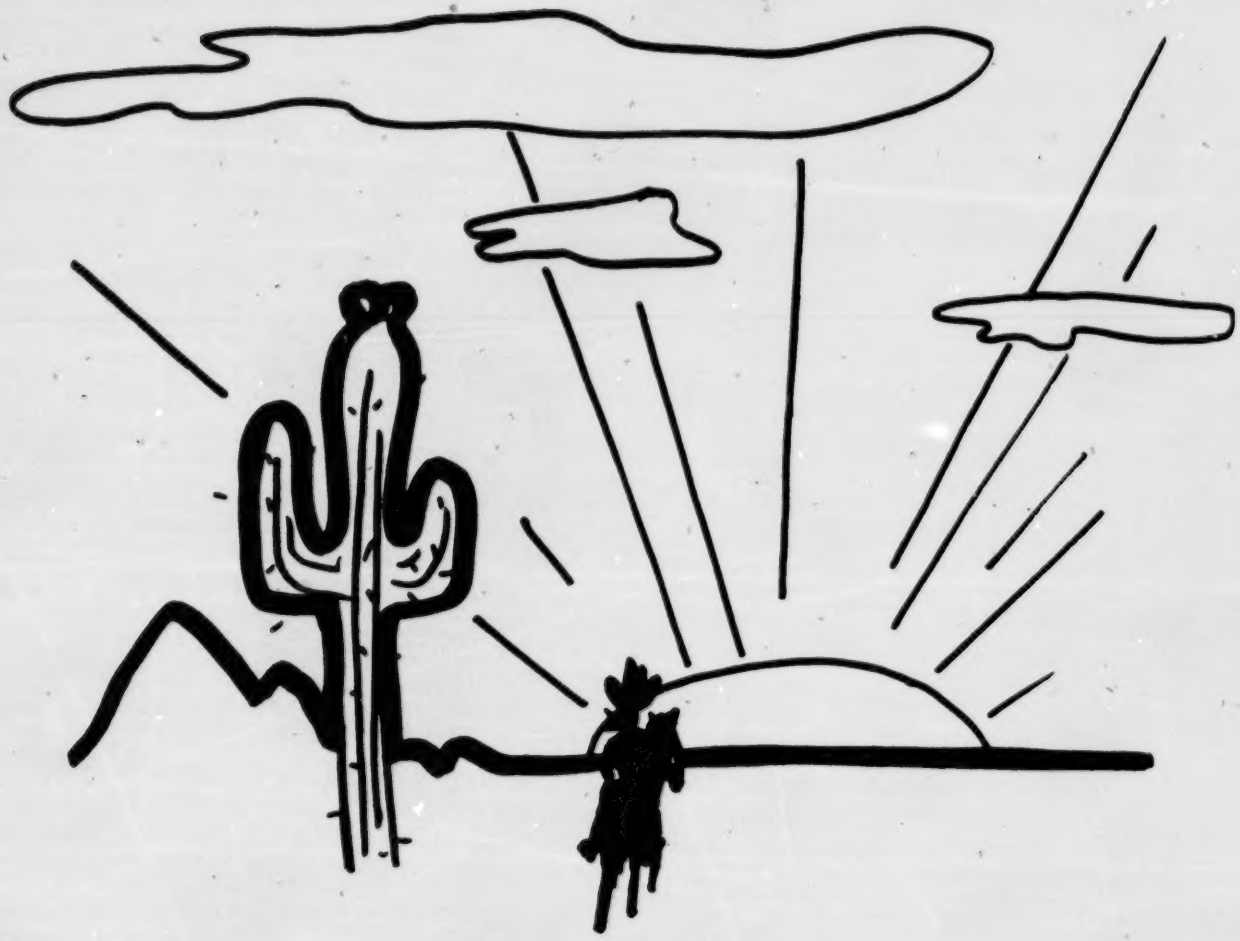

In Reflection

In looking back after the first year, you will see that all that hard work was a tremendous growing experience for you. You will have learned that you had strengths you didn't know you had and that you could do things you didn't know you could.

There is no way to describe the feeling of satisfaction in knowing that you have helped fellow human beings release the tremendous potential within. Perhaps from the appreciation of others you will gain some sense of the great work you have done.

The real success is what inner satisfaction and pride you have gained. You will become a part of the community education movement. Congratulations!